

## **Memo #4**

Date: October 21, 2024

To: Simcoe Muskoka Catholic Elementary Members

Re: **Shared Spaces; Diagnostic Assessment; Right to Disconnect: OTIP News**

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### **Shared Spaces**

Regarding preparation time, it is **strongly** encouraged that classroom teachers leave the classroom while the Teacher teaching an alternate subject (FSL, Social Studies, Dance, etc.) is present. We must be respectful of our colleagues that are not in a position where they have their own classroom space to deliver curriculum. As a result, they must move from classroom-to-classroom to provide instruction, which is a less than perfect scenario for many reasons.

During the time that teachers are assigned to a classroom to deliver instruction, we must be respectful that the space becomes **theirs to use**. The classroom does not belong to the classroom teacher, but the Board. When another teacher is present, it is their classroom. It is a professional courtesy to vacate the space, to allow the teacher sole use of the space with the students in their care. When classroom teachers remain in the room, students can easily become confused as to who is “in charge” at that time. It is recognized that there are times when classroom teachers might have to remain during a prep period due to perform a specific task that is restricted to the classroom space, but this should be the exception and not the rule. Furthermore, the classroom teacher should be asking for permission to stay, and be aware that the answer could be no. If a teacher needs to return to their classroom, they should respect the teacher delivering curriculum and not walk right in, but request to enter the classroom.

Classroom teachers should not be pulling their students out during another teachers teaching time – to complete a test, etc. The teacher has a limited time with those students, and they have their own assessments and evaluations they need to complete.

In the end, we are all teachers, and we need to be cognisant that when another teacher is teaching, the instructional and classroom management responsibilities clearly should be shifted to our colleague.

### **Diagnostic Assessment**

Teachers are to use their own professional judgment to determine which of the approved diagnostic assessments to use, which students will be assessed, the frequency of use, and the appropriate timing of the use of these assessments. **This does not include the Early Reading Screening that is required for students from K-2 in the first term, and for those who did not meet the standard in the second term, or any student the teacher wishes to assess in the second term.**

Diagnostic assessments should play an important role in our classrooms and their use needs to continue to direct our teaching and planning. **There shall be no arbitrary deadlines for these assessments, however your Principal can request that you share with them any assessment data that you have completed, and they can discuss with you regarding your personal diagnostic assessment plan for your classroom.** This might be something to place in your Long-Range Plans.

What Principals can't do, is direct a teacher that they must perform specific assessments, for specific students, by a given date, as this would be contrary to the Diagnostic Assessment understanding in our collective agreement.

The Board approved list of diagnostic assessments for this school year is as follows:

<b>LITERACY</b>	<b>NUMERACY</b>
First Steps Writing/Reading	Numeracy Nets
CASI (Grades 3-8)	Leaps and Bounds
PM Benchmarks (Grades K-4)	ONAP (Ontario Numeracy Assessment Project)
An Observation Survey for Early Literacy Achievement	Gap Closing - Mathematics Ministry Resource
	First Steps Mathematics
	MathUp
<b>ESL/ELL/ELD</b>	IXL (Grades 3-8)
Ministry STEP Resources	

If you are unfamiliar with any of the above resources, you should inform your principal, and appropriate training should be provided.

You can find the information on Employee Connect:

Elementary: Curriculum Program Services > K-Adult Programming> Literacy or Math or Kindergarten> Get Resources > Assessment

### **Right to Disconnect**

As of June 2, 2022, **employers in Ontario with 25 or more employees must have a written policy with respect to disconnecting outside business hours.**

The Board created and passed their policy (Professional Standards - Disconnecting from Work - PS-11) at their June 15th, 2022 Board Meeting.

This policy does not restrict administrators and/or other departments (HR, Payroll, Disability Management Office, etc.) from communicating with staff outside of business hours, however, it does encourage the use of the Schedule Send option within Google mail.

OECTA encourages educators to disconnect from work related communications outside of business hours in order to protect your personal time and well-being. If you are receiving regular, not-urgent communication from your administration, or other departments, outside of work hours, please reach out to your OECTA Rep, and/or the Unit Office as soon as possible.

Members are also encouraged to use the schedule send option, to respect other's right to disconnect.

### **OTIP News**

#### **Burnout and Stress 101: Finding Balance with Mindfulness**

In today's fast-paced world, it's no surprise that burnout and stress are common challenges millions face. As society places increasing demands on our time, energy, and mental capacity, many feel drained, unfulfilled, and overwhelmed.

However, there is a secret tool for gaining mental clarity and a sense of inner peace. Here, we'll get into the complexities of burnout and stress and discuss how mindfulness can pave the way to enhanced well-being.

Read more at <https://bit.ly/3RvJ5G4>

**If you have any concerns, please contact the Unit office at 705-733-9625 or 1 800 558 4815**